Key Stage 3  
*National Strategy*

*Numeracy across the curriculum  
objectives*

*Applications to English*

| Numeracy across the curriculum | Start of Year 7 | Year 7 | Year 8 | Year 9 (including *extension objectives*) |
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| Numeracy across the curriculum | Start of Year 7 | Year 7 | Year 8 | Year 9 (including *extension objectives*) |
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| Understand and use measures of time and speed, and rates such as £ per hour or miles per litre | Measures  1. Appreciate different times around the world. 2. Solve problems using time. | Measures and mensuration  1. Measure, estimate, calculate and solve problems involving time.   E.g   * **Planning how long to spend on tasks given a discrete time limit.** * **Time management under exam conditions.** | Measures and mensuration  1. Measure, estimate, calculate and solve problems involving time. | . |

| Numeracy across the curriculum | Start of Year 7 | Year 7 | Year 8 | Year 9 (including *extension objectives*) |
| --- | --- | --- | --- | --- |
| Have some understanding of the measurement of probability and risk | Probability  1. Use the language associated with probability to discuss events, including those with equally likely outcomes.  * **Discussing predictions of plot events and developments, character behaviour, writer’s intentions etc.** | Probability  1. Use the vocabulary and ideas of probability, drawing on experience. 2. Use the probability scale from 0 to 1.  * **Using language such as:**   **Impossible (0), even chance (0.5), certain (1) and the stages in between: (highly) unlikely & (highly) likely.**   * **Encouraging students to rate probability of predictions of plot events and developments, character behaviour, writer’s intentions etc. on scale from 0 – 1.** | Probability  1. Use the vocabulary of probability when interpreting the results of an experiment; appreciate that random processes are unpredictable. | Probability  1. Use the vocabulary of probability in interpreting results involving uncertainty and prediction.  * **In evaluating interpretations of textual evidence and writer’s intentions, using appropriate ‘due tentativity’:**   **Using language such as: (highly) unlikely & (highly) likely.**  ***.*** |
| Explain methods and justify reasoning and conclusions, using correct mathematical termsJudge the reasonableness of solutions and check them when necessaryGive results to an appropriate degree of accuracy | Applying mathematics  1. Explain methods and reasoning.  * **Writing to explain** * **Writing to instruct (process)** * **Responding to texts: PEE** | Applying mathematics  1. Break a complex calculation into simpler steps, choosing and using appropriate and efficient operations, methods and resources.  * **Using the right language, tense, structure, planning process etc to make meaningful responses to tasks** * **Deconstructing reading texts to understand their component parts, structure and style.**  1. Explain and justify methods and conclusions, orally and in writing.      * **Writing to explain** * **Writing to instruct (process)** * **Responding to texts: developed PEE** | Applying mathematics  1. Use logical argument to establish the truth of a statement.  * Developed PEE structures with deconstructed evidence. * Debate skills  1. Represent problems and interpret solutions in algebraic, geometric or graphical form, using correct notation and appropriate diagrams.  * **Coding, secret codes Grouping/categorising ideas/words** * **Venn diagrams of character traits (similarities and differences)** * **For pupils to understand how a scene needs to have climax and tension the teacher draws a graph on the board with time at the bottom and energy at the side. Then asks the pupils to draw how they think a scene with climax will look like on the graph.** * **Ordering/Sequencing and classification** * **Grouping/Patterns** | Applying mathematics  1. Solve substantial problems by breaking them into simpler tasks, using a range of efficient techniques, methods and resources, including ICT. 2. Give solutions to an appropriate degree of accuracy, *recognising limitations on the accuracy of data and measurements*.  * **In argument writing and responses to texts (PEE), acknowledging the limitations of the point/evidence. Suggesting alternatives and evaluating interpretations.** |